

COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
RICHMOND, VIRGINIA

MINUTES

October 23, 2008

The Board of Education and the Board of Career and Technical Education met at the James Monroe State Office Building, Jefferson Conference Room, 22nd Floor, Richmond, with the following members present:

Dr. Mark E. Emblidge, President
Dr. Ella P. Ward, Vice President
Dr. Thomas M. Brewster
Mr. David L. Johnson

Dr. Gary L. Jones
Mr. Kelvin L. Moore
Mr. Andrew J. Rotherham
Mrs. Eleanor B. Saslaw

Dr. Patricia I. Wright, Superintendent of
Public Instruction

Dr. Emblidge, president, presided and called the meeting to order at 9 a.m.

MOMENT OF SILENCE/PLEDGE OF ALLEGIANCE

Dr. Emblidge asked Mrs. Saslaw to lead in a moment of silence and Pledge of Allegiance.

BOARD OF EDUCATION WELCOMES DR. PATRICIA I. WRIGHT

Dr. Emblidge welcomed Dr. Patricia I. Wright, superintendent of public instruction, to the Board. Dr. Wright was appointed by Governor Tim Kaine. Dr. Wright said that she looks forward to working with the Governor, the Board of Education, and educators in the Commonwealth.

HIGHLIGHT ON A NEW READING RESOURCE FOR VIRGINIA'S PARENTS AND COMMUNITIES

Dr. Wright said that the Board of Education has been working on a joint initiative with Governor Kaine that focuses on both the Board's priority and the Governor's priority, which is reading. Dr. Wright said that the Governor's goal is for every child in Virginia to be reading on grade-level by grade 3. The Board supports that goal but also extends it into adolescent literacy.

Dr. Wright said that the Governor and the Board have been working with MetaMetrics, Inc. to include Lexile measures in the SOL testing program to provide parents and educators with a new tool for selecting reading materials that challenge students and increase comprehension.

Dr. Wright recognized Department of Education staff for helping to put this initiative together. Dr. Mark Allan served as coordinator and was the main contact person. Dr. Allan was assisted by staff in the divisions of instruction, assessment, special education, and communications.

To further describe the initiative, Dr. Wright introduced Mr. Otis Fulton of MetaMetrics, Inc. Mr. Fulton said that Virginia is the 22nd state to include Lexile measures as part of its end-of-the-year report as state testing program. Mr. Fulton said that 25 million students across the country got Lexile measures. Mr. Fulton gave the background history on Lexile measures and demonstrated the procedures to finding books on Virginia's Web site. Mr. Fulton said that when elementary and middle school students receive their Standards of Learning (SOL) test reports next spring and summer, their reading scores will be accompanied by a corresponding "Lexile measure" parents can use to select books.

APPROVAL OF MINUTES

Dr. Ward made a motion to approve the minutes of the September 25, 2008, meeting of the Board. The motion was seconded by Mr. Moore and carried unanimously. Copies of the minutes had been distributed to all members of the Board of Education.

REPORT

Annual Report from the Virginia Council for Private Education

Mr. George McVey, president of the Virginia Council for Private Education, presented this item. Mr. McVey said that in November 1993, the Board of Education adopted a resolution that recognized the accrediting process for nonpublic elementary and secondary schools as administered through the Commission on Accreditation of the Virginia Council for Private Education (VCPE). The resolution was primarily for the purpose of public school acceptance of credits earned by students who attended such schools when they transfer to public schools and for any other purposes which may, from time to time, be specified by the *Code of Virginia* or as may be mutually agreed upon by the Board and VCPE. The resolution reads as follows:

Virginia Board of Education Resolution Recognizing VCPE: Accrediting Nonpublic Elementary and Secondary Schools

Resolution Number 1993-6

November 15, 1993

WHEREAS, the *Code of Virginia* requires that all children who are five years old by September 30 and not older than 18 attend a public or private or parochial school to satisfy compulsory attendance laws; and

WHEREAS, the Virginia Council for Private Education (VCPE) was organized in 1974 as the Virginia affiliate of the National Council for American Private Education (CAPE) for purposes including "the encouragement of a broad public commitment to excellence in education"; and

WHEREAS, the VCPE established a Commission on Accreditation in July, 1985, "...for the purpose of approving appropriate accreditation processes for nonpublic schools in order to secure recognition for those schools by the State Department of Education"; and

WHEREAS, the Board of Education ceased accrediting nonpublic schools, and at its meeting on April 25, 1985, approved recommendations affecting the relationship of nonpublic schools and the Department of Education; and

WHEREAS, the Department of Education has maintained and fostered an ongoing and viable relationship with the VCPE since that time; and

WHEREAS, the 1993 General Assembly of Virginia amended sections of the *Code of Virginia* relating to the licensure of child day care centers which included an exemption for "a certified preschool or nursery school program operated by a private school which is accredited by a statewide accreditation organization recognized by the State Board of Education..."; and

WHEREAS, the Board is desirous of reaffirming and strengthening its relationship with the VCPE;

NOW, THEREFORE BE IT RESOLVED that the Board recognizes the accrediting process for nonpublic elementary and secondary schools as administered through the Commission on Accreditation of the Virginia Council for Private Education (VCPE) primarily for the purpose of public school acceptance of credits earned by students who attended such schools when they transfer to public schools and for any other such purpose(s) which may, from time to time, be specified by the *Code of Virginia* or as may be mutually agreed upon by the Board and VCPE; and

BE IT FURTHER RESOLVED that the Board will periodically review this recognition to ensure its continued relevancy and currency and the Superintendent of Public Instruction, or his designee, shall maintain contact with the VCPE and shall meet with its membership at least annually. Further, the Superintendent shall advise the Board on educational issues of concern to the VCPE.

*Adopted in the Minutes of the Virginia Board of Education
November 15, 1993*

The Board thanked Mr. McVey for his report.

PUBLIC COMMENT

The following persons spoke during public comment:

Kitty Boitnott
Bette Neal
Angela Ciolfi
Mary Jo Fields

CONSENT AGENDA

Dr. Brewster made a motion to approve the consent agenda. Dr. Ward seconded the motion and carried with unanimous vote.

Final Review of Financial Report on Literary Fund

The Department of Education's recommendation to approve the financial report (including all statements) on the status of the Literary Fund as of June 30, 2008, was approved with the Board's vote on the consent agenda.

Final Review of Recommendations Concerning Applications for Literary Fund Loans

The Department of Education's recommendation to approve two applications totaling \$15,000,000 was approved with the Board's vote on the consent agenda.

DIVISION	SCHOOL	AMOUNT
Montgomery County	New Elliston-Lafayette & Shawsville Elementary	\$7,500,000.00
Fluvanna County	Fluvanna County H. S.	7,500,000.00
	TOTAL	\$15,000,000.00

Final Review of Recommendations Concerning Literary Fund Applications Approved for Release of Fund or Placement on a Waiting List

The Department of Education's recommendation to approve the action described in the following four elements was approved with the Board's vote on the consent agenda. The elements are as follows:

1. Five new projects, totaling \$32,600,000, are eligible for placement on the First Priority Waiting List.

DIVISION	SCHOOL	AMOUNT
Pittsylvania County	Tunstall H. S.	\$7,500,000.00
Pittsylvania County	Chatham H. S.	7,500,000.00
Wythe County	Rural Retreat H. S.	7,500,000.00
Wythe County	Rural Retreat H. S.	2,600,000.00
Montgomery County	New Elliston-Lafayette & Shawsville Elementary	7,500,000.00
	TOTAL	\$32,600,000.00

2. Two new projects, totaling \$15,000,000, are eligible for placement on the Second Priority Waiting List.

DIVISION	SCHOOL	AMOUNT
Pittsylvania County	Dan River H. S.	\$7,500,000.00
Pittsylvania County	Gretna H. S.	7,500,000.00
	TOTAL	\$15,000,000.00

3. One new project, totaling \$7,500,000 has a Literary Fund application, which is approved as to form, but the plans have not yet been finalized. When the Department receives the plans, this project will be eligible for placement on a waiting list. Until such time, this project should remain on the Approved Application List.

DIVISION	SCHOOL	AMOUNT
Fluvanna County	Fluvanna County H. S.	\$7,500,000.00
	TOTAL	\$7,500,000.00

4. Update the placement of certain applications on the First Priority Waiting List based on further review of their application receipt dates to the Department of Education.

Final Review of Proposed Revised Guidelines and Standards of Learning for Family Life Education as Required by the 2008 General Assembly

The Department of Education's recommendation to adopt the revised curriculum guidelines regarding Family Life Education was approved with the Board's vote on the consent agenda. The revised document will be posted on the Web site. School divisions will be informed of the revisions by way of a Superintendent's Memo.

ACTION/DISCUSSION ITEMS

First Review of Recommendation of the Advisory Board on Teacher Education and Licensure to Revise the Definitions of At-Risk of Becoming Low-Performing and Low-Performing Institutions of Higher Education in Virginia Required by Title II of the Higher Education Act (HEA)

Mrs. Patty Pitts, assistant superintendent for teacher education and licensure, presented this item. Mrs. Pitts said that on September 26, 2001, the Board of Education approved Virginia's definitions for low-performing and at-risk of becoming low-performing institutions of higher education with teacher preparation programs, beginning with approved program reviews on July 1, 2003. The designations of "approval," "approval with stipulations," and "denial of accreditation" were used in these definitions. The new regulations separate the accreditation and program approval processes; therefore, the designations need to be revised to reflect the designations used by each of the accrediting bodies.

The proposed revisions to the definitions for at-risk of becoming low-performing and low-performing institutions of higher education are as follows:

At-Risk of Becoming Low-Performing Institution of Higher Education: At-risk of becoming a low-performing institution of higher education means an institution with teacher preparation programs that receives one of the following designations from the accreditation review:

NCATE:	<i>Accreditation After First Visit:</i> Provisional Accreditation <i>Continuing Accreditation:</i> Accreditation with Probation
TEAC:	Provisional Accreditation
BOE:	Accredited with Stipulations

Low-Performing Institution of Higher Education: Low-performing institution of higher education means an institution with teacher preparation programs that has not made improvements by the end of the period designated by the accreditation body or not later than two years after receiving the designation of at-risk of becoming a low-performing institution of higher education.

When an institution receives one of the following designations, the low-performing designation will be removed:

NCATE:	Accreditation, Continuing Accreditation, or Accredited with Conditions
TEAC:	Accreditation
BOE:	Accredited

If an institution's accreditation is revoked or denied, the State Council of Higher Education for Virginia (SCHEV) will be notified for appropriate action. The *Regulations Governing the Review and Approval of Education Programs in Virginia*, (8VAC20-542-20), effective September 21, 2007, stipulate that, "If a professional education program fails to maintain accreditation, enrolled candidates shall be permitted to complete their programs of study. Professional education programs shall not admit new candidates. Candidates shall be notified of program approval status."

Dr. Ward made a motion to receive for first review the recommendation from the Advisory Board on Teacher Education and Licensure to revise the definitions of at-risk of becoming low-performing and low-performing institutions of higher education in Virginia. Dr. Brewster seconded the motion and carried unanimously.

First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure to Approve the Accountability Measurement of Partnerships and Collaborations Based on PreK-12 School Needs Required by the Regulations Governing the Review and Approval of Education Programs in Virginia

Mrs. Pitts presented this item. Mrs. Pitts said that thirty-seven institutions of higher education (IHEs) in Virginia have approved programs for the preparation of instructional personnel. Eighteen of the 37 IHEs also have approved programs for the preparation of preK-12 administrative and supervision personnel.

Approved Programs (Excluding Administration and Supervision)

Each of the 37 IHEs offering approved programs submitted evidence that they had established partnerships and collaborations in the following categories:

1. Field experience --The partnerships and collaborations address experiences, such as internships, practica, clinical experience, student teaching, field placements, mentors for teachers, and tutoring preK-12 students.
2. Professional development --The partnerships and collaborations include staff development, research grants, workshops, training, conferences, best practices, strategy and method development, curriculum development, course offerings, and career development.

3. Community outreach activities --The partnerships and collaborations include after-school and summer programs and camps, field trips, mentors for preK-12 students, educational fairs, enrichment programs, cultural experiences and exchange, college visitations and transition, assessments and screening, and other extracurricular activities.

A total of 916 partnerships and collaborations were reported by the IHEs. Approximately 43 percent were in the field experience category; 39 percent in the professional development category; and 18 percent in the community outreach activities category. All of the IHEs had at least one partnership and collaboration for each of their approved endorsement programs. In addition, 91 percent of the approved programs are engaged in two or more partnerships and collaborations.

Administration and Supervision Programs

Each of the 18 IHEs offering administration and supervision programs submitted evidence that they had established partnerships and collaborations in the following areas:

1. Identification, screening and recruiting of potential school leaders;
2. Preparing, training, mentoring and professional development of school leaders; and
3. Internships, practica, and field experiences in school leadership.

Ninety partnerships and collaborations were identified for the administration and supervision programs. Each of the IHEs is engaged in at least one partnership and collaboration. Thirteen out of 18 of the IHEs are engaged in more than one partnership and collaboration.

Dr. Ward made a motion to waive first review and approve the Advisory Board on Teacher Education and Licensure's recommendation to approve the accountability measurement of partnerships and collaborations based on preK-12 school needs required by the *Regulations Governing the Review and Approval of Education Programs in Virginia*. The motion was seconded by Mrs. Saslaw and carried unanimously.

First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure to Grant Approval to Requests to Add New Endorsement Programs at George Mason University, James Madison University, Liberty University, Longwood University, Lynchburg College, Norfolk State University, Randolph College, Regent University, Roanoke College, Shenandoah University, Virginia Polytechnic Institute and State University, and Virginia Commonwealth University

Mrs. Pitts presented this item. Mrs. Pitts said that the *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC20-542-10 et seq.), effective September 21, 2007, require colleges and universities that offer programs for the preparation of professional school personnel to obtain education program (endorsement) approval from the Board of Education. Current education programs have been granted "Conditional Approval." By December 31, 2009, these programs must

receive one of the following three ratings by the Board of Education: Approved; Approved with Stipulations; or Approval Denied.

Mrs. Pitts said that requests to offer new education endorsement programs are submitted to the Department of Education. Personnel in the Division of Teacher Education and Licensure and program specialists within the Department of Education review the programs to ensure competencies have been addressed. The Advisory Board on Teacher Education and Licensure (ABTEL) reviews and makes recommendations to the Board of Education on approval of Virginia education programs for school personnel. Final authority for program approval rests with the Board of Education.

Dr. Ward made a motion to waive first review and approve the Advisory Board on Teacher Education and Licensure's recommendation to grant "conditional approval" for new endorsement programs at George Mason University, James Madison University, Liberty University, Longwood University, Lynchburg College, Norfolk State University, Randolph College, Regent University, Roanoke College, Shenandoah University, Virginia Commonwealth University, and Virginia Polytechnic Institute and State University. The motion was seconded by Dr. Jones and carried unanimously.

Institution	Endorsement Program Requested	Level of Program
George Mason University	Mathematics Specialist for Elementary and Middle Education	Graduate
James Madison University	Dance Arts preK-12	Undergraduate
Liberty University	Mathematics Specialist for Elementary and Middle Education	Graduate
	Visual Arts preK-12	Undergraduate
Longwood University	English as a Second Language preK-12	Undergraduate Graduate
	Mathematics Specialist for Elementary and Middle Education	Graduate
Lynchburg College	Reading Specialist	Graduate
Norfolk State University	Early Childhood for Three- and Four-Year-Olds (Add-on Endorsement) This add-on endorsement may be added to a teaching license with an endorsement in elementary education.	Graduate
Randolph College	Health and Physical Education preK-12	Undergraduate
Regent University	Mathematics Specialist for Elementary and Middle Education	Graduate
Roanoke College	English as a Second Language preK-12	Undergraduate
Shenandoah University	Spanish preK-12	Graduate
Virginia Commonwealth University	Earth Science	Undergraduate
	Mathematics Specialist for Elementary and Middle Education	Graduate
Virginia Polytechnic Institute and State University	Mathematics Specialist for Elementary and Middle Education	Graduate

First Review of the “Advancing Virginia’s Leadership Agenda” Guidance Document: Standards of Indicators for School Leaders and Documentation for the Principal of Distinction (Level II) Administration and Supervision Endorsement

Mrs. Pitts presented this item. Mrs. Pitts said that on September 21, 2007, the Board of Education’s *Licensure Regulations for School Personnel* became effective. These regulations established alternate routes to the administration and supervision endorsement, created Level I and Level II administration and supervision endorsements, and included the school leader’s licensure assessment as a requirement for school principals consistent with the *Code of Virginia*. The administration and supervision endorsement consists of Level I, which is required to serve as a building-level administrator or central office supervisor, and Level II, which is an optional endorsement to which an experienced building-level administrator may aspire.

Mrs. Pitts said that the Virginia Department of Education received a grant from the Wallace Foundation to support the initiative, “Advancing Virginia’s Leadership Agenda.” This funding was to strengthen standards and identify indicators for school leaders (assistant principals and principals) and provide guidance to school divisions in recommending principals for the Principal of Distinction (Level II) administration and supervision endorsement.

A Request for Proposals (RFP) was disseminated to solicit proposals from qualified Virginia public institutions of higher education to develop a guidance document to address the revisions in the licensure regulations. The University of Virginia received the award. This project engaged school leaders, college and university personnel, and representatives from professional organizations.

Dr. Brewster made a motion to receive the *Advancing Virginia’s Leadership Agenda Guidance Document: Standards and Indicators for School Leaders and Documentation for the Principal of Distinction (Level II) Administration and Supervision Endorsement* for first review. The motion was seconded by Dr. Ward and carried unanimously.

First Review of a Proposal to Develop Standards of Learning for a New High School Economics and Personal Finance Course

Dr. Linda Wallinger, assistant superintendent for instruction, presented this item. Dr. Wallinger said that the 2005 General Assembly approved Senate Bill 950, a bill directing the Virginia Board of Education to “establish objectives for economic education and financial literacy.” As a result, the *Code of Virginia* §22.1-200.03 required the Board of Education to develop and approve objectives for economics education and financial literacy to be required of all students at the middle and high school levels to “further the development of knowledge, skills, and attitudes needed for responsible citizenship in a constitutional democracy.”

On April 26, 2006, the Board of Education adopted the Economics and Financial Literacy objectives. The document also contained a correlation of the objectives to the

Mathematics Standards of Learning, History and Social Science Standards of Learning; and the Career and Technical Education competencies.

Recent research indicates that many students would benefit from additional instruction in the areas of economics and personal finance. The History and Social Science and Career and Technical Education staff at the Department of Education propose to work with a state committee of experts to define the core knowledge and skills that high school graduates need to develop critical understandings in these areas.

To support the Economics and Financial Literacy objectives, the Department of Education convened a representative group of stakeholders during spring 2008 to discuss the desirability of adding a new Economics and Personal Finance course, and possible content appropriate for the course. Professionals involved in economics education in Virginia were informally polled and those who responded believe there is a gap in Virginia's course offerings that could be filled by such a course.

Mrs. Saslaw made a motion to waive first review and authorize the Department to proceed with the development of *Standards of Learning* for a new course, tentatively titled "Economics and Financial Literacy." The motion was seconded by Dr. Brewster and carried unanimously.

First Review of Proposed Revised Mathematics Standards of Learning

Mrs. Deborah Bliss, mathematics coordinator, presented this item. Mrs. Bliss said that the *Mathematics Standards of Learning* were developed in 1995 and revised in 2001. The *Mathematics Standards of Learning* are scheduled for review in 2009. As a result, on March 19, 2008, the Board approved a plan to review these standards during the 2008-2009 academic year.

The draft of the proposed revised *Mathematics Standards of Learning* consists of the following elements:

Introduction

The Standards of Learning for mathematics identify academic content for essential components of the mathematics curriculum at different grade levels for Virginia's public schools. Standards are identified for kindergarten through grade eight and for a core set of high school courses. Throughout a student's mathematics schooling from kindergarten through grade eight, specific content strands or topics are included. These content strands are Number and Number Sense; Computation and Estimation; Measurement; Geometry; Probability and Statistics; and Patterns, Functions, and Algebra. The Standards of Learning for each strand progress in complexity at each grade level and throughout the high school courses.

Goals

The *Mathematics Standards of Learning* address all students' needs today for stronger mathematical knowledge and skills to pursue higher education, to

compete in a technologically oriented work force, and to be informed citizens. Students must gain an understanding of fundamental ideas in arithmetic, measurement, geometry, probability, data analysis and statistics, and algebra and functions, and develop proficiency in mathematical skills. In addition, students must learn to use a variety of methods and tools to compute, including paper and pencil, mental arithmetic, estimation, and calculators. The content of the mathematics standards is intended to support the following five goals for students: becoming mathematical problem solvers, communicating mathematically, reasoning mathematically, making mathematical connections, and using mathematical representations to model and interpret practical situations.

Strands/Reporting Categories

The *Mathematics Standards of Learning* for each course are grouped into categories that address related content and skills.

Standards

The *Mathematics Standards of Learning* for Virginia public schools describe the Commonwealth's expectations for student learning and achievement in grades K-12.

The major elements of the proposed revised *Mathematics Standards of Learning* include:

- Edits to enhance clarity, specificity, rigor, alignment of skills and content, and a reflection of the current academic research and practice;
- Emphasis on vertical alignment in grades K-7 to prepare students for Algebra I;
- Increased alignment of Algebra I and Algebra II; and
- Increase of focus at each grade level.

Dr. Ward made a motion to accept for first review the proposed revised *Mathematics Standards of Learning*. The motion was seconded by Mrs. Saslaw and carried unanimously.

First Review of the Annual Report for State-Funded Remedial Programs

Dr. Kathleen Smith, director of the office of school improvement, division of student assessment and school improvement, presented this item. Dr. Smith said that §22.1-199.2.B. of the *Code of Virginia* requires the Virginia Board of Education to collect, compile, and analyze data required to be reported by local school divisions to accomplish a statewide review and evaluation of remediation programs. The *Code* further requires that the Board annually report its analysis of the data submitted and a statewide assessment of remediation programs, with any recommendations, to the Governor and the General Assembly beginning December 1, 2000. In May 2007, the Virginia Board of Education approved remedial plans for local school divisions.




Mr. Johnson made a motion to waive first review and accept the report for submission to the Governor and General Assembly as required by §22.1-99.2B of the *Code*. The motion was seconded by Mr. Moore and carried unanimously.

Data Reported for Summer Remedial Programs Held in 2007




Type of Program(s) Offered in the Summer of 2007 or in the case of year-round schools (2007-2008)	Percentage of Localities
An integrated summer remedial program in K-5 or intersession program in the case of year-round schools (2007-2008)	80.8%
A summer remedial program or intersession program in the case of year-round schools (2007-2008) in one or more content areas grades K-8	98.5%
A summer remedial program or intersession program in the case of year-round schools (2007-2008) in one or more content areas for secondary programs	86.2%

Demographic Profile	Number Reported	Percent of Total
A demographic profile of the students who attended remedial programs in 2007 or in the case of year-round schools (2007-2008)		
Total Number	100,969	100.0%
Male	55,292	54.8%
Female	45,677	45.2%
Unspecified	1,901	1.9%
American/Indian Alaska Native	228	0.2%
Asian/Pacific Islander	3,685	3.7%
Black or African American, not of Hispanic origin	43,729	43.3%
Hispanic	15,598	15.5%
White, not of Hispanic origin	34,806	34.5%
Native Hawaiian	824	0.8%
Multiracial	371	0.4%
The number of students who attended remedial programs in 2007 or in the case of year-round schools (2007-2008) and who failed a state sponsored test required by the Standards of Quality or Standards of Accreditation		
Kindergarten-8 th Grade	30,624	33.8%
Grades 9-12	7,212	8.0%
The academic status of students who attended remedial programs in 2007 or in the case of year-round schools (2007-2008) and who were retained in 2006-2007.	9,851	10.9%

Demographic Profile	Number Reported	Percent of Total
The number of disabled students and those with limited English proficiency who attended remedial programs in 2007 or in the case of year-round schools (2007-2008)		
Disabled Students	20,327	22.5%
Limited English Proficiency	22,487	24.9%

SOL Goal Attainment The percentage of students who attended remedial summer school in 2007 at each grade level who have met their remediation goals either benchmark tests or SOL tests.	English	Math	Science	Social Studies
3	63	67	80	90
4	63	64		73
5	63	63	76	60
6	65	58		79
7	65	58		69
8	58	57	63	74
9-12	73	72	71	74

Note: 8 VAC 20-630-30 requires each local school division to record, for each eligible student attending a state-funded remedial program: (i) the state or local criteria used to determine eligibility; (ii) the expected remediation goal for the student in terms of a target score on a locally designed or selected test which measures the SOL content being remediated; and (iii) whether the student did or did not meet the expected remediation goal. The percentages indicated reflect the number of students who met their remediation goal, including the SOL assessment, if appropriate.

SOL Goal Attainment The percentage of students who attended remedial summer school in 2007 at each grade level who have met their remediation goals of SOL only.	English	Math	Science	Social Studies
3	60	70	86	90
4	60	62		85
5	55	54	91	61
6	54	39		80
7	56	47		75
8	44	45	87	78
9-12	77	74	73	75

Cost of Program		
The cost of the program(s) for remedial programs in 2007.	State Funds Expended	\$22,787,072.49
	Non-State Funds Expended	\$28,850,257.64
Cost per pupil: \$511.42	Total	\$51,637,330.13

First Review of the 2007-2008 Annual Report on Regional Alternative Education Programs

Ms. Diane Jay, associate director, office of program administration and accountability, presented this item. Ms. Jay said that section 22.1-209.1:2 of the *Code of Virginia* requires that the Board of Education provide an annual report to the Governor and the General Assembly on the effectiveness of the Regional Alternative Education Programs.

Ms. Jay said that the 1993 General Assembly approved legislation and funding to create regional pilot programs to provide an educational alternative for certain students who have a pending violation of school board policy, have been expelled or suspended on a long-term basis, or are returning from juvenile correctional centers. A formula based on staffing patterns and the composite index of local ability-to-pay determines continuation funding for the programs.

Ms. Jay said that one hundred sixteen (116) school divisions participate in the regional alternative education programs. During 2007-2008, 4,002 students were served.

Dr. Jones made a motion to waive first review and approve the 2007-2008 Annual Report on Regional Alternative Education Programs pursuant to §22.1-209.1:2, *Code of Virginia*. The motion was seconded by Mr. Rotherham and carried unanimously.

Below is a summary of trends for the number of regional alternative education programs in Virginia, state funding levels for these programs, and numbers of students served since the 1993-1994 school year.

School Year	Number of Operational Programs	State Funding	Number of Students Served
1993-1994	4	\$1,200,000	217
1994-1995 [2]	13	\$1,200,000	849
1995-1996 [2]	19	\$1,200,000	1,550
1996-1997	29	\$4,142,000	2,297

1997-1998	29	\$3,716,652	2,350
1998-1999	29	\$4,431,089	3,255
1999-2000	29	\$4,484,123	3,494
2000-2001	30	\$5,766,626	3,347
2001-2002	30	\$5,386,590	3,895
2002-2003	30	\$5,386,590	3,509
2003-2004	29	\$5,210,891	3,534
2004-2005	29	\$5,486,348	3,903
2005-2006	29	\$5,561,410	4,155
2006-2007	29	\$6,220,518	4,205
2007-2008	29	\$6,724,960	4,002

First Review of the Board of Education's 2008 Annual Report on the Conditions and Needs of Public Schools in Virginia

Dr. Margaret Roberts, executive assistant to the Board of Education, presented this item. Dr. Roberts said that the Board of Education has submitted an annual report each year since 1971, when the requirement was initially adopted by the General Assembly. Section 22.1-18 of the *Code of Virginia* sets forth the requirement that the Board of Education shall submit an annual report on the condition and needs of the public schools in Virginia.

Dr. Roberts said that the draft contains the following major sections:

- Student academic progress
- Objectives of the Board of Education
- Critical areas of need
- Compliance with the Standards of Quality
- Compliance with the Standards of Accreditation
- Review of the Standards of Quality

Dr. Ward made a motion to receive the draft report for first review and give staff suggestions for additions and changes to be incorporated into the report prior to the final review on November 20, 2008. The motion was seconded by Mrs. Saslaw and carried unanimously.

Second Review of the Standards of Quality

Mrs. Michelle Vucci, director of policy and communications, presented this item. Mrs. Vucci said that Article VIII, § 2 of the *Constitution of Virginia* requires the Board of Education to determine and prescribe Standards of Quality for the public schools in Virginia.

On August 7, 1971, the Board of Education adopted the first Standards of Quality (SOQ). They were revised by the General Assembly in 1972 and adopted as uncodified Acts of Assembly. In 1974, they were revised into eight standards. In 1984, they were codified by the General Assembly, and in 1988 they were arranged into their current format.

The Board's discussion included the following:

General Background

- The Board formed a standing committee in 2002 to examine the SOQ and made recommendations to staffing standards during the 2003-2007 time frame.
- In 2003, the following recommendations were made by the Board and funded by the General Assembly.
 - Elementary resource teachers in art, music, and physical education at a standard of 5 teachers for every 1,000 students
 - Planning periods for secondary teachers
 - Changes to the funding formula for prevention, intervention, and remediation
 - Technology positions in grades K-12 at a ratio of 2 per 1,000 students (one instructional technology resource teacher and one technology support position)
- In the 2003-2007 time frame, the following recommendations were made by the Board but have not yet been funded.
 - Providing one full-time principal in each elementary school
 - Providing one full-time assistant principal for every 400 students in grades K-12
 - Reducing the caseload standards for speech-language pathologists
 - Including the caseload standards related to visually impaired students
 - Providing one full-time reading specialist for every 1,000 students in grades K-12
 - Providing one full-time mathematics specialist for every 1,000 students in grades K-8
 - Providing for a Testing Coordinator/Data Manager for every 1,000 students in grades K-12

Programs Funded in the SOQ

- Basic Aid
Funding for pupil-teacher ratios in the standards is included here. The funding covers salaries and fringe benefits, transportation, operation and maintenance and other support costs.
- Prevention, Intervention, and Remediation
- English Language Learners
- Sales Tax
- Textbooks

Local divisions are required to match state funding according to each division's composite index of local ability-to-pay (with the exception of Sales Tax).

Programs Funded Outside of the SOQ

- School Facilities
- Incentive Programs (Examples of program elements: 1) Governor's schools; 2) Alternative Education Regional Programs; and 3) SOL Technology Initiative
- Categorical Programs (Examples of program elements: 1) Adult Education; 2) State Operated Programs; and 3) Career and Technical Education
- Lottery Funded Programs (Examples of program elements: 1) At-Risk; 2) Early Reading Intervention Initiative; and 3) Algebra Readiness Intervention Initiative

Most of the elements in these programs require local divisions to match state funding according to each division's composite index of local ability-to-pay.

The Board discussed the following options for consideration:

Options to Consider – Data Manager/Test Coordinator (2006 and 2007 Recommendation)

- Option 1: Support requirement for full implementation – Cost is \$41.7 Million in state funds and \$33.4 Million in local funds.
- Option 2: Support an intermediate implementation option that permits flexibility by allowing divisions to fund either the Instructional Technology Resource Teacher or a Data Coordinator.
- SOQ language would need to be amended
 - Defer full implementation to a later year
- Option 3: Affirm the need for this requirement but defer implementation to a later year.

Options to Consider – One Full-Time Principal in Each Elementary School (2003, 2006, 2007 Recommendation)

- Option 1: Support requirement for full implementation – Cost is \$7.7 Million in state funds and \$4.2 Million in local funds.
- Option 2: Affirm the need for this requirement but defer implementation to a later year.

Options to Consider – One Assistant Principal for Every 400 Students (2003, 2006, 2007 Recommendation)

- Option 1: Support requirement for full implementation – Cost is \$57.3 Million in state funds and \$47.9 Million in local funds.
- Option 2: Affirm the need for this requirement but defer implementation to a later year.

Options to Consider – Reading Specialist (2003, 2006, 2007 Recommendation)

- Option 1: Support requirement for full implementation – Cost is \$41.7 Million in state funds and \$33.4 Million in local funds.

- Option 2: Support an intermediate implementation option that permits flexibility by allowing divisions to use Early Intervention Reading Initiative (EIRI) funding to hire reading specialists for required intervention.
- SOQ language would need to be amended to connect the EIRI to the Standards since the EIRI is funded outside of the SOQ
 - Defer full implementation to a later year
- Option 3: Affirm the need for this requirement but defer implementation to a later year.

Options to Consider – Caseload Standards for Speech Language Pathologist (2003, 2006, 2007 Recommendation)

- Option 1: Support requirement for full implementation – Cost is \$4.3 Million in state funds and \$3.6 Million in local funds.
- Option 2: Affirm the need for this requirement but defer implementation to a later year.

Options to Consider – Mathematics Specialist (2006 and 2007 Recommendation)

- Option 1: Support requirement for full implementation – Cost is \$28.6 Million in state funds and \$22.8 Million in local funds.
- Option 2: Support an intermediate implementation option that permits flexibility by allowing divisions to use Algebra Readiness Intervention (ARI) funding to hire mathematics specialists for required intervention.
- SOQ language would need to be amended to connect the ARI to the Standards since the ARI is funded outside of the SOQ
 - Defer full implementation to a later year
- Option 3: Affirm the need for this requirement but defer implementation to a later year.

Options to Consider – Visually Impaired Caseload Standards (2006 and 2007 Recommendation)

- Option 1: Support requirement for full implementation – Cost is \$3.8 Million in state funds and \$3.2 Million in local funds.
- Option 2: Affirm the need for this requirement but defer implementation to a later year.

The Board received the report and indicated that final discussion and adoption of recommended provisions will take place at the next meeting.

EXECUTIVE SESSION

Dr. Ward made a motion to go into executive session under *Virginia Code 2.2-3711.A*, specifically to discuss personnel matters related to licensure. Dr. Jones seconded the motion and it carried unanimously. The Board adjourned for the Executive Session at 11:35 a.m.

Dr. Ward made a motion that the Board reconvene in open session. The motion was seconded by Dr. Jones and carried unanimously. The Board reconvened at 12:09 p.m.

Dr. Ward made a motion that the Board certify by roll-call vote that to the best of each member's knowledge, (1) only public business matters lawfully exempted from

open meeting requirements by Virginia law were discussed in the executive session to which this certification motion applies, and (2) only such public business matters as were identified in the motion convening the executive session were heard, discussed or considered by the Board. The motion was seconded by Mrs. Saslaw and carried unanimously.

Board Roll call:

Andrew Rotherham – Yes	David Johnson – Yes
Gary Jones – Yes	Ella Ward – Yes
Thomas Brewster – Yes	Kelvin Moore – Yes
Eleanor Saslaw – Yes	Mark Emblidge – Yes

The Board voted to revoke the license of Mr. Jack Robinson.

ADJOURNMENT

There being no further business of the Board of Education and the Board of Career and Technical Education, Dr. Ward adjourned the meeting at 12:17 p.m.

President